

Textbook Alignment to the Utah Core – 8th Grade Social Studies – U.S. History

This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list (www.schools.utah.gov/curr/imc/indvendor.html.) Yes _____ No _____

Name of Company and Individual Conducting Alignment: Betsy Hildebrand

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☒ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Social Studies – Grade 8 – U.S. History

Title: The American Republic to 1877 ©2007

ISBN#: _____ 13 Digit ISBN: 978-0-078-74675-8 10 Digit ISBN: 0-07-874675-2 _____

Publisher: Glencoe/McGraw-Hill

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: _____
100 _____ %

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____ %

STANDARD I: Students will interpret the role of geography in shaping United States history.

Percentage of coverage in the *student and teacher edition* for
Standard I: _____ %

Percentage of coverage not in student or
teacher edition, but covered in the *ancillary material*

		for Standard I: _____%		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries ✓</i>
Objective 1.1: Determine how geography affected the development of the United States.				
a.	Identify the five themes of geography; i.e., location, place, human-environmental interaction, movement, and region.	Student Edition: 2-3, 16-19, 48-49, 178, 264, 284-285 <i>Geography & History</i> 286-287 <i>National Geographic</i> 18, 48, 265, 284 Teacher Wraparound Edition: C 287; CLA 17; EC 3; MSN 284; T 286		
b.	Apply the five themes of geography as they relate to the development of the United States.	Student Edition: 2-3, 16-19, 48-49, 178, 264, 284-285 <i>Geography & History</i> 286-287 <i>National Geographic</i> 18, 48, 265, 284 Teacher Wraparound Edition: C 287; CLA 17; EC 3; MSN 284; T 286		

Objective 1.2: Utilize geographic skills as they relate to the study of the United States.				
a.	Locate the major <i>physical</i> features, including the plains, major rivers, bodies of water, mountain ranges, and continents.	Student Edition: RA2-RA13, 4-5 <i>Skillbuilder</i> 27, 169 Teacher Wraparound Edition: CLA 5; DI 4; T 27, 169		
b.	Locate the major <i>political</i> features, including countries, regions, and states.	Student Edition: RA2-RA13, 4-5 <i>Skillbuilder</i> 27, 169 Teacher Wraparound Edition: CLA 5; DI 4; T 27, 169		
c.	Apply map and globe skills to the study of United States history; e.g., direction, legend, scale, grid coordinates.	Student Edition: RA2-RA13, 4-5 <i>Skillbuilder</i> 27, 169 Teacher Wraparound Edition: CLA 5; DI 4; T 27, 169		
STANDARD II: Students will investigate the relationship between events of different time periods.				
Percentage of coverage in the <i>student and teacher edition</i> for		Percentage of coverage not in student or teacher		

Standard II: _____ %		edition, but covered in the <i>ancillary material</i> for Standard II: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE) and Teacher Edition (TE) (pg #'s, etc.)</i>	Coverage in <i>Ancillary Material (titles, pg #'s, etc.)</i>	<i>Not covered in TE, SE or ancillaries ✓</i>
Objective 2.1: Develop an awareness of current events. a.				
a.	Use print and broadcast media to acquire an awareness of current events.	Student Edition: <i>Practicing Skills</i> 159, 457 <i>Skillbuilder</i> 146, 440 Teacher Wraparound Edition: T 146, 440		
b.	Recognize the difference between fact and opinion, and discern bias in the media.	Student Edition: <i>Practicing Skills</i> 159, 457 <i>Skillbuilder</i> 146, 440 Teacher Wraparound Edition: T 146, 440		
Objective 2.2: Objective 2: Analyze how contemporary concerns and events affect and are affected by history. a.				

a.	Apply knowledge of historical events to recent major events.	Student Edition: <i>Skillbuilder</i> 120 <i>What If?</i> 516-517 <i>Why It Matters</i> 110-111, 316-317, 474-475 Teacher Wraparound Edition: C 106; DI 110; T 120; WM 316		
b.	Utilize contemporary news to discuss past events.	Student Edition: <i>Skillbuilder</i> 120 <i>What If?</i> 516-517 <i>Why It Matters</i> 110-111, 316-317, 474-475 Teacher Wraparound Edition: C 106; DI 110; T 120; WM 316		
STANDARD III: Students will understand the changes caused by European exploration in the Americas.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE) and Teacher</i>	Coverage in <i>Ancillary</i>	<i>Not covered in TE, SE or</i>

		<i>Edition (TE) (pg #'s, etc.)</i>	<i>Material (titles, pg #'s, etc.)</i>	<i>ancillaries ✓</i>
Objective 3.1: Explore life among the various American Indian nations prior to European exploration of the New World.				
a.	Identify the major regional American Indian nations of North America.	Student Edition: 16-19, 22-26, 28-33 <i>Critical Thinking</i> 19 #5, 26 #5 <i>Interdisciplinary Activity</i> 26, 33 Teacher Wraparound Edition: C 26, 33; CLA 29; DI 30; RS 23; T 23, 29		
b.	Examine the cultures of American Indian nations; e.g., languages, beliefs, traditions, and lifestyles.	Student Edition: 16-19, 22-26, 28-33 <i>Critical Thinking</i> 19 #5, 26 #5 <i>Interdisciplinary Activity</i> 26, 33 Teacher Wraparound Edition: C 26, 33; CLA 29; DI 30; RS 23; T 23, 29		
Objective 3.2: Analyze the reasons for European exploration.				
a.	Explain the economic reasons behind exploration; e.g., trade routes, discoveries of fine goods in the East, search for raw materials.	Student Edition: 40-41, 43-49, 51, 60-62		

		<i>Analyzing Visuals</i> 49 <i>Critical Thinking</i> 62 #4, 64 #17 <i>Geography & History</i> 56-57 <i>National Geographic</i> 48 <i>Technology & History</i> 45 <i>Two Viewpoints</i> 47 Teacher Wraparound Edition: C 42, 49; CLA 44; RS 46; T 44, 52		
b.	Examine the political reasons behind exploration; e.g., empire building, European rivalries.	Student Edition: 40-41, 43-49, 51, 60-62 <i>Analyzing Visuals</i> 49 <i>Critical Thinking</i> 62 #4, 64 #17 <i>Geography & History</i> 56-57 <i>National Geographic</i> 48 <i>Technology & History</i> 45 <i>Two Viewpoints</i> 47 Teacher Wraparound Edition: C 42, 49; CLA 44; RS 46; T 44, 52		
c.	Investigate the social reasons behind exploration; e.g., spreading ideas and beliefs, seeking religious freedoms.	Student Edition: 40-41, 43-49, 51, 60-62 <i>Analyzing Visuals</i> 49		

		<i>Critical Thinking</i> 62 #4, 64 #17 <i>Geography & History</i> 56-57 <i>National Geographic</i> 48 <i>Technology & History</i> 45 <i>Two Viewpoints</i> 47 Teacher Wraparound Edition: C 42, 49; CLA 44; RS 46; T 44, 52		
d.	Identify key individuals who contributed to European exploration; e.g. Columbus, Cartier, Cabot, Hudson.	Student Edition: 40-41, 43-49, 51, 60-62 <i>Analyzing Visuals</i> 49 <i>Critical Thinking</i> 62 #4, 64 #17 <i>Geography & History</i> 56-57 <i>National Geographic</i> 48 <i>Technology & History</i> 45 <i>Two Viewpoints</i> 47 Teacher Wraparound Edition: C 42, 49; CLA 44; RS 46; T 44, 52		
Objective 3.3: Assess the impact of European exploration on African slaves and American Indian nations.				
a.	Examine the reasons for slavery in the New World; e.g., cotton, sugar, tobacco.	Student Edition:		

		51-55, 60, 73, 80, 102-103 <i>Critical Thinking</i> 55 #5, 62 #5, 80 #5 <i>Geography & History</i> 56-57 <i>More About</i> 60 Teacher Wraparound Edition: C 55; CLA 52; EC 56; F 56		
b.	Trace the beginnings of the slave trade in the Americas.	Student Edition: 51-55, 60, 73, 80, 102-103 <i>Critical Thinking</i> 55 #5, 62 #5, 80 #5 <i>Geography & History</i> 56-57 <i>More About</i> 60 Teacher Wraparound Edition: C 55; CLA 52; EC 56; F 56		
c.	Investigate the transportation of African slaves to the Americas; i.e., triangular trade routes, the Middle Passage.	Student Edition: 51-55, 60, 73, 80, 102-103 <i>Critical Thinking</i> 55 #5, 62 #5, 80 #5 <i>Geography & History</i> 56-57 <i>More About</i> 60		

		Teacher Wraparound Edition: C 55; CLA 52; EC 56; F 56		
d.	Explore the impact of the Europeans and the resulting destruction of American Indian cultures; e.g., the Spanish Conquistadors, disease brought by Europeans, European settlement.	Student Edition: 51-55, 60, 73, 80, 102-103 <i>Critical Thinking</i> 55 #5, 62 #5, 80 #5 <i>Geography & History</i> 56-57 <i>More About</i> 60 Teacher Wraparound Edition: C 55; CLA 52; EC 56; F 56		
STANDARD IV: Students will analyze European colonization and settlement of North America.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 4.1: Explain where and why European countries colonized North America; e.g., the Netherlands, England, France, Spain.				
a.	Identify motives for exploration; e.g., religion, expansion, trade, wealth.	Student Edition:		

		53-55, 61-62, 92-93 <i>Critical Thinking</i> 93 #5, 94 #16 <i>Geography & History</i> 56-57 <i>Geography and History</i> Activity 65 <i>National Geographic</i> 61 Teacher Wraparound Edition: C 55; RS 54		
b.	Locate the geographical regions of European settlement.	Student Edition: 53-55, 61-62, 92-93 <i>Critical Thinking</i> 93 #5, 94 #16 <i>Geography & History</i> 56-57 <i>Geography and History</i> Activity 65 <i>National Geographic</i> 61 Teacher Wraparound Edition: C 55; RS 54		
c.	Investigate the contributions and influences of the major European powers.	Student Edition: 53-55, 61-62, 92-93 <i>Critical Thinking</i> 93 #5, 94 #16 <i>Geography & History</i> 56-57 <i>Geography and History</i> Activity 65		

		<i>National Geographic</i> 61 Teacher Wraparound Edition: C 55; RS 54		
Objective 4.2: Assess the reasons for settlement of the English colonies.				
a.	Compare the reasons for settlement in the New England, Middle, and Southern colonies	Student Edition: 70-73, 76-80, 82-85, 86-91, 116-119, 121-125 <i>Critical Thinking</i> 85 #4 <i>Interdisciplinary Activity</i> 80 <i>National Geographic</i> 72, 83 <i>People in History</i> 88 <i>Reviewing Themes</i> 85, 93 Teacher Wraparound Edition: C 93; CTA 90; RS 77, 83; T 83, 87		
b.	Explain the contributions of key individuals in the settling of the English colonies; e.g., John Smith, Lord Baltimore, William Bradford.	Student Edition: 70-73, 76-80, 82-85, 86-91, 116-119, 121-125 <i>Critical Thinking</i> 85 #4 <i>Interdisciplinary Activity</i> 80 <i>National Geographic</i> 72, 83 <i>People in History</i> 88 <i>Reviewing Themes</i> 85,		

		93 Teacher Wraparound Edition: C 93; CTA 90; RS 77, 83; T 83, 87		
c.	Identify key groups involved in the settlement of the English colonies; e.g., Virginia Company, Pilgrims, Puritans, Quakers.	Student Edition: 70-73, 76-80, 82-85, 86-91, 116-119, 121-125 <i>Critical Thinking</i> 85 #4 <i>Interdisciplinary Activity</i> 80 <i>National Geographic</i> 72, 83 <i>People in History</i> 88 <i>Reviewing Themes</i> 85, 93 Teacher Wraparound Edition: C 93; CTA 90; RS 77, 83; T 83, 87		
d.	Determine the reasons for conflict between the European powers in North America.	Student Edition: 70-73, 76-80, 82-85, 86-91, 116-119, 121-125 <i>Critical Thinking</i> 85 #4 <i>Interdisciplinary Activity</i> 80 <i>National Geographic</i> 72, 83 <i>People in History</i> 88 <i>Reviewing Themes</i> 85, 93		

		Teacher Wraparound Edition: C 93; CTA 90; RS 77, 83; T 83, 87		
e.	Examine the causes and outcomes of the French and Indian War.	Student Edition: 70-73, 76-80, 82-85, 86-91, 116-119, 121-125 <i>Critical Thinking</i> 85 #4 <i>Interdisciplinary Activity</i> 80 <i>National Geographic</i> 72, 83 <i>People in History</i> 88 <i>Reviewing Themes</i> 85, 93 Teacher Wraparound Edition: C 93; CTA 90; RS 77, 83; T 83, 87		
Objective 4.3: Objective 3: Examine the economic, political, and social patterns in the development of the 13 English colonies.				
a.	Contrast the economies of the three major colonial regions: New England, Middle, and Southern.	Student Edition: 72-73, 78-80, 84-85, 89-90, 100-106, 108-113 <i>Critical Thinking</i> 80 #4, 85 #5, 106 #4 Teacher Wraparound Edition: CLA 101; CTA 90; DI 88; RS 112; T 77		

b.	Assess the impact of geography on the economies of the three major regions.	Student Edition: 72-73, 78-80, 84-85, 89-90, 100-106, 108-113 <i>Critical Thinking</i> 80 #4, 85 #5, 106 #4 Teacher Wraparound Edition: CLA 101; CTA 90; DI 88; RS 112; T 77		
c.	Explain the development of self-government in the colonies.	Student Edition: 72-73, 78-80, 84-85, 89-90, 100-106, 108-113 <i>Critical Thinking</i> 80 #4, 85 #5, 106 #4 Teacher Wraparound Edition: CLA 101; CTA 90; DI 88; RS 112; T 77		
d.	Investigate the lifestyles and cultures of the New England, Middle, and Southern colonies; e.g., education, slavery, religion.	Student Edition: 72-73, 78-80, 84-85, 89-90, 100-106, 108-113 <i>Critical Thinking</i> 80 #4, 85 #5, 106 #4 Teacher Wraparound Edition: CLA 101; CTA 90; DI 88; RS 112; T 77		
STANDARD V: Students will understand the significance of the American Revolution in the development of the United States.				
Percentage of coverage in the <i>student and teacher edition</i> for		Percentage of coverage not in student or teacher		

Standard V: _____ %		edition, but covered in the <i>ancillary material</i> for Standard V: %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	Not covered in <i>TE, SE or ancillaries</i> ✓
Objective 5.1: Analyze what ideas and events led to the Revolutionary movement.				
a.	Explore the events leading to the outbreak of armed conflict between the American colonies and Great Britain.	Student Edition: 132-135, 136-139, 141-145, 147-151, 154-157 <i>Critical Thinking</i> 135 #5, 139 #5 <i>More About</i> 138 <i>Reviewing Themes</i> 135 Teacher Wraparound Edition: C 135, 151; DI 134; RS 133, 142; T 133, 148		
b.	Analyze the origin of the ideas behind the Revolutionary movement and the movement toward independence; e.g., social contract, natural rights, English traditions.	Student Edition: 132-135, 136-139, 141-145, 147-151, 154-157 <i>Critical Thinking</i> 135 #5, 139 #5 <i>More About</i> 138 <i>Reviewing Themes</i> 135 Teacher Wraparound Edition: C 135, 151; DI 134; RS 133, 142; T 133, 148		

c.	Explain the major ideas expressed in the Declaration of Independence.	Student Edition: 132-135, 136-139, 141-145, 147-151, 154-157 <i>Critical Thinking</i> 135 #5, 139 #5 <i>More About</i> 138 <i>Reviewing Themes</i> 135 Teacher Wraparound Edition: C 135, 151; DI 134; RS 133, 142; T 133, 148		
Objective 5.2: Assess the factors affecting the course of the war and contributing to American victory				
a.	Examine how the Revolutionary War affected the colonists.	Student Edition: 162-168, 172-176, 177-182, 183-187 <i>National Geographic</i> 165, 180, 181 Teacher Wraparound Edition: C 168, 176; CLA 163, 478; DI 174; EC 167		
b.	Explain the events that brought European aid to the American cause.	Student Edition: 162-168, 172-176, 177-182, 183-187 <i>National Geographic</i> 165, 180, 181 Teacher Wraparound Edition: C 168, 176; CLA 163,		

		478; DI 174; EC 167		
c.	Examine the advantages and disadvantages of the Continental Army against British resources.	Student Edition: 162-168, 172-176, 177-182, 183-187 <i>National Geographic</i> 165, 180, 181 Teacher Wraparound Edition: C 168, 176; CLA 163, 478; DI 174; EC 167		
Objective 5.3: Evaluate the contributions of key people and groups to the Revolution.				
a.	Identify the contributions of colonial leaders; e.g., George Washington, Thomas Paine, Alexander Hamilton, Sam Adams, John Adams.	Student Edition: 135, 137, 139, 141-142 <i>Critical Thinking</i> 151 #5 <i>Linking Past and Present</i> 164 <i>People in History</i> 149, 166 <i>Reviewing Themes</i> 151 Teacher Wraparound Edition: CTA 166; ICA 175; RS 142, 148, 165, 173		
b.	Analyze the role various political groups played in the Revolutionary movement; e.g., Sons and Daughters of Liberty, Committees of Correspondence, 1 st and 2 nd Continental Congress.	Student Edition: 135, 137, 139, 141-142 <i>Critical Thinking</i> 151 #5 <i>Linking Past and Present</i> 164 <i>People in History</i> 149, 166		

		<i>Reviewing Themes</i> 151 Teacher Wraparound Edition: CTA 166; ICA 175; RS 142, 148, 165, 173		
c.	Examine the contributions of various social groups to the Revolutionary movement; e.g., women, free and enslaved blacks, American Indians.	Student Edition: 135, 137, 139, 141-142 <i>Critical Thinking</i> 151 #5 <i>Linking Past and Present</i> 164 <i>People in History</i> 149, 166 <i>Reviewing Themes</i> 151 Teacher Wraparound Edition: CTA 166; ICA 175; RS 142, 148, 165, 173		
Objective 5.4: Examine the effects of the Revolution on the United States.				
a.	Analyze the terms of the Treaty of Paris of 1783.	Student Edition: 185-187, 192-198 <i>Cause and Effect</i> 142 <i>Critical Thinking</i> 187 #5, 198 #5 <i>More About</i> 196 Teacher Wraparound Edition: C 198; CTA 196; EC 197; RS 193		
b.	Determine the weaknesses of the Articles of Confederation.	Student Edition:		

		185-187, 192-198 <i>Cause and Effect</i> 142 <i>Critical Thinking</i> 187 #5, 198 #5 <i>More About</i> 196 Teacher Wraparound Edition: C 198; CTA 196; EC 197; RS 193		
c.	Investigate the problems that faced the emerging nation; e.g., debt, lack of unified central government, international relations.	Student Edition: 185-187, 192-198 <i>Cause and Effect</i> 142 <i>Critical Thinking</i> 187 #5, 198 #5 <i>More About</i> 196 Teacher Wraparound Edition: C 198; CTA 196; EC 197; RS 193		
d.	Explain the effect the Revolution had on people; e.g., Native American Indians, slaves, European immigrants.	Student Edition: 185-187, 192-198 <i>Cause and Effect</i> 142 <i>Critical Thinking</i> 187 #5, 198 #5 <i>More About</i> 196 Teacher Wraparound Edition: C 198; CTA 196; EC 197; RS 193		
STANDARD VI: Students will understand the structure and function of the United States government established by the Constitution.				

Percentage of coverage in the <i>student and teacher edition</i> for Standard VI: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VI: %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 6.1: Assess the foundations and principles that led to the development of the Constitution.				
a.	Analyze the factors involved in convening the Constitutional Convention.	Student Edition: 110, 117-118, 199-205, 207-208 <i>Critical Thinking</i> 205 <i>People in History</i> 203 Teacher Wraparound Edition: C 205; DI 201; RS 203		
b.	Investigate the ideas and documents that became the foundation for the United States Constitution; e.g., Magna Carta, Iroquois Confederation, European philosophers.	Student Edition: 110, 117-118, 199-205, 207-208 <i>Critical Thinking</i> 205 <i>People in History</i> 203 Teacher Wraparound Edition: C 205; DI 201; RS 203		
Objective 6.2: Analyze the compromises that led to the ratification of the Constitution.				

a.	Compare the Federalist and Anti-Federalist ratification debates.	Student Edition: 203-205, 211-212 <i>Critical Thinking</i> 205 #5 <i>Practicing Skills</i> 215 <i>Reviewing Themes</i> 25 Teacher Wraparound Edition: C 205, 213		
b.	Examine the Constitution ratification compromises; i.e., 3/5 Compromise, Great Compromise, Bill of Rights.	Student Edition: 203-205, 211-212 <i>Critical Thinking</i> 205 #5 <i>Practicing Skills</i> 215 <i>Reviewing Themes</i> 25 Teacher Wraparound Edition: C 205, 213		
Objective 6.3: Examine the basic structure of the Constitution.				
a.	Identify the major elements of the United States Constitution.	Student Edition: 208-210, 217-222, 223-227 <i>Chart</i> 220, 224, 225 <i>Critical Thinking</i> 222 #5 <i>Reviewing Themes</i> 213 Teacher Wraparound Edition:		

		C 221; CLA 218; DI 219; RS 220; T 224		
b.	Explain the purpose of the Constitution as outlined in the preamble.	Student Edition: 208-210, 217-222, 223-227 <i>Chart</i> 220, 224, 225 <i>Critical Thinking</i> 222 #5 <i>Reviewing Themes</i> 213 Teacher Wraparound Edition: C 221; CLA 218; DI 219; RS 220; T 224		
c.	Explore the role and functions of the three branches of government.	Student Edition: 208-210, 217-222, 223-227 <i>Chart</i> 220, 224, 225 <i>Critical Thinking</i> 222 #5 <i>Reviewing Themes</i> 213 Teacher Wraparound Edition: C 221; CLA 218; DI 219; RS 220; T 224		
d.	Examine the Constitutional principles of separation of powers and checks and balances.	Student Edition: 208-210, 217-222, 223-227 <i>Chart</i> 220, 224, 225 <i>Critical Thinking</i> 222 #5 <i>Reviewing Themes</i> 213		

		Teacher Wraparound Edition: C 221; CLA 218; DI 219; RS 220; T 224		
e.	Determine the role of the Constitution as a living document.	Student Edition: 208-210, 217-222, 223-227 <i>Chart</i> 220, 224, 225 <i>Critical Thinking</i> 222 #5 <i>Reviewing Themes</i> 213 Teacher Wraparound Edition: C 221; CLA 218; DI 219; RS 220; T 224		
Objective 6.4: Analyze the rights, liberties, and responsibilities of citizens.				
a.	Identify the responsibilities of citizenship to secure liberties; e.g., vote, perform jury duty, obey laws.	Student Edition: 228-230, 244-245 <i>Citizenship Cooperative Activity</i> 231 #15 <i>Critical Thinking</i> 230 <i>Interdisciplinary Activity</i> 230 <i>Reviewing Themes</i> 230 Teacher Wraparound Edition: BR 228; C 230; CLA 229; EC 244; T 229		
b.	Examine the Bill of Rights and its specific guarantees.	Student Edition:		

		228-230, 244-245 <i>Citizenship Cooperative Activity 231 #15</i> <i>Critical Thinking 230</i> <i>Interdisciplinary Activity 230</i> <i>Reviewing Themes 230</i> Teacher Wraparound Edition: BR 228; C 230; CLA 229; EC 244; T 229		
STANDARD VII: Students will explore the territorial growth of the United States before the Civil War.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VII: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VII: _____ %		
OBJECTIVES & INDICATORS		Coverage in Student Edition (SE) and Teacher Edition (TE) (pg #'s, etc.)	Coverage in Ancillary Material (titles, pg #'s, etc.)	Not covered in TE, SE or ancillaries ✓
Objective 7.1: Describe the ideas and events that motivated the expansion of the United States.				
a.	Explain Manifest Destiny and its role in American expansion; e.g., land acquisition, economy, immigration.	Student Edition: 282-285, 314-319, 341-345, 356-360, 375-378 <i>Critical Thinking 285 #5</i> <i>Geography & History 286-287</i>		

		<i>National Geographic</i> 284 Teacher Wraparound Edition: C 285, 360, 378; CLA 315; DI 377; ICA 359; MSN 284		
b.	Examine the background and consequences of the Louisiana Purchase.	Student Edition: 282-285, 314-319, 341-345, 356-360, 375-378 <i>Critical Thinking</i> 285 #5 <i>Geography & History</i> 286-287 <i>National Geographic</i> 284 Teacher Wraparound Edition: C 285, 360, 378; CLA 315; DI 377; ICA 359; MSN 284		
c.	Investigate the role of explorers in the expansion of the United States; e.g., Lewis and Clark, Pike, Fremont.	Student Edition: 282-285, 314-319, 341-345, 356-360, 375-378 <i>Critical Thinking</i> 285 #5 <i>Geography & History</i> 286-287 <i>National Geographic</i> 284 Teacher Wraparound Edition: C 285, 360, 378; CLA 315; DI 377; ICA 359;		

		MSN 284		
d.	Examine the groups of people that came west; e.g., mountain men, Mormon pioneers, California 49ers, Asian and Irish immigrants.	Student Edition: 282-285, 314-319, 341-345, 356-360, 375-378 <i>Critical Thinking</i> 285 #5 <i>Geography & History</i> 286-287 <i>National Geographic</i> 284 Teacher Wraparound Edition: C 285, 360, 378; CLA 315; DI 377; ICA 359; MSN 284		
Objective 7.2: Examine the conflicts that arose during the American expansion.				
a.	Investigate the causes and results of the War of 1812.	Student Edition: 288-294, 296-300, 341-345, 369-374 <i>Critical Thinking</i> 295 #5, 300 #5 <i>Geography & History</i> 346-347 <i>Interdisciplinary Activity</i> 345 <i>National Geographic</i> 298 Teacher Wraparound Edition: CLA 297; ICA 344; RS 342; T 342		

b.	Analyze government policies toward and treaties with American Indian nations; e.g., relocation, removal, assimilation, and sovereignty.	Student Edition: 288-294, 296-300, 341-345, 369-374 <i>Critical Thinking</i> 295 #5, 300 #5 <i>Geography & History</i> 346-347 <i>Interdisciplinary Activity</i> 345 <i>National Geographic</i> 298 Teacher Wraparound Edition: CLA 297; ICA 344; RS 342; T 342		
c.	Investigate the impact of the Mexican War on the land and people of the American Southwest; e.g., Mexican Cession, Texas, Gadsden Purchase.	Student Edition: 288-294, 296-300, 341-345, 369-374 <i>Critical Thinking</i> 295 #5, 300 #5 <i>Geography & History</i> 346-347 <i>Interdisciplinary Activity</i> 345 <i>National Geographic</i> 298 Teacher Wraparound Edition: CLA 297; ICA 344; RS 342; T 342		
Objective 7.3: Analyze how new inventions and transportation methods stimulated				

western expansion.				
a.	Research the impact of inventions on expansion; e.g., farming, industry, communication.	Student Edition: 306-311, 315-318 <i>Critical Thinking</i> 311 <i>National Geographic</i> 318 <i>Why It Matters</i> 316-317 Teacher Wraparound Edition: C 319; CLA 307; DI 316; ICA 317; RS 310		
b.	Examine developments in transportation; e.g., expansion of roads and trails, steamboats, railroads.	Student Edition: 306-311, 315-318 <i>Critical Thinking</i> 311 <i>National Geographic</i> 318 <i>Why It Matters</i> 316-317 Teacher Wraparound Edition: C 319; CLA 307; DI 316; ICA 317; RS 310		
Objective 7.4: Assess the impact of the Industrial Revolution on the United States.				
a.	Examine the development of the factory system.	Student Edition: 306-311, 386-390, 399-400 <i>Critical Thinking</i> 311 #5 <i>Technology & History</i> 307, 399		

		<i>What Life Was Like</i> 308-309 Teacher Wraparound Edition: C 400; CLA 307; DI 309; RS 310; T 387; TH 307		
b.	Analyze the role of factories on the growth of northern cities.	Student Edition: 306-311, 386-390, 399-400 <i>Critical Thinking</i> 311 #5 <i>Technology & History</i> 307, 399 <i>What Life Was Like</i> 308-309 Teacher Wraparound Edition: C 400; CLA 307; DI 309; RS 310; T 387; TH 307		
c.	Determine how the Industrial Revolution affected the North, South, and West differently.	Student Edition: 306-311, 386-390, 399-400 <i>Critical Thinking</i> 311 #5 <i>Technology & History</i> 307, 399 <i>What Life Was Like</i> 308-309 Teacher Wraparound Edition: C 400; CLA 307; DI 309; RS 310; T 387; TH 307		

		307		
d.	Investigate the changes in working conditions caused by the Industrial Revolution.	Student Edition: 306-311, 386-390, 399-400 <i>Critical Thinking</i> 311 #5 <i>Technology & History</i> 307, 399 <i>What Life Was Like</i> 308-309 Teacher Wraparound Edition: C 400; CLA 307; DI 309; RS 310; T 387; TH 307		
STANDARD VIII: Students will examine the expansion of the political system and social rights before the Civil War.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VIII: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard 8: %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	Not covered in <i>TE, SE or ancillaries</i> ✓
Objective 8.1: Investigate the development of the American political party system.				
a.	Examine the differences between the Federalists and the Democratic-Republicans.	Student Edition: 267-272, 321-322, 334-339, 351 <i>Cause and Effect</i> 268		

		<i>Critical Thinking</i> 272 #4, 339 #5, 351 #4 Teacher Wraparound Edition: CLA 268, 335; ICA 270, 337		
b.	Trace the development of new political parties throughout the 18 th and 19 th centuries; e.g., Whigs, Jacksonian Democrats, Republicans.	Student Edition: 267-272, 321-322, 334-339, 351 <i>Cause and Effect</i> 268 <i>Critical Thinking</i> 272 #4, 339 #5, 351 #4 Teacher Wraparound Edition: CLA 268, 335; ICA 270, 337		
c.	Determine the role of third parties as an agent of reform.	Student Edition: 267-272, 321-322, 334-339, 351 <i>Cause and Effect</i> 268 <i>Critical Thinking</i> 272 #4, 339 #5, 351 #4 Teacher Wraparound Edition: CLA 268, 335; ICA 270, 337		
d.	Investigate the role of political parties in the electoral process.	Student Edition: 267-272, 321-322, 334-339, 351 <i>Cause and Effect</i> 268 <i>Critical Thinking</i> 272		

		#4, 339 #5, 351 #4 Teacher Wraparound Edition: CLA 268, 335; ICA 270, 337		
Objective 8.2: Analyze the evolution of democracy and the extension of democratic principles.				
a.	Examine how the Supreme Court strengthened the national government.	Student Edition: 208-209, 222, 281, 322-325, 335-336, 338-339 <i>Critical Thinking</i> 281 #5 Teacher Wraparound Edition: RS 325		
b.	Analyze how states' rights issues led to growing sectionalism.	Student Edition: 208-209, 222, 281, 322-325, 335-336, 338-339 <i>Critical Thinking</i> 281 #5 Teacher Wraparound Edition: RS 325		
c.	Investigate the relationship between national and state governments in expanding Democracy.	Student Edition: 208-209, 222, 281, 322-325, 335-336, 338-339 <i>Critical Thinking</i> 281 #5 Teacher Wraparound Edition: RS 325		
d.	Appraise how the political process changed to involve more people.	Student Edition:		

		208-209, 222, 281, 322-325, 335-336, 338-339 <i>Critical Thinking</i> 281 #5 Teacher Wraparound Edition: RS 325		
Objective 8.3: Analyze the impact of social reforms on Americans during the 19 th century.				
a.	Examine the abolitionist movement; e.g., Sojourner Truth, William Lloyd Garrison, Frederick Douglas, the Grimke sisters.	Student Edition: 412-415, 418-424, 425-428 <i>Critical Thinking</i> 415 #4 <i>More About</i> 422 <i>Two Viewpoints</i> 420 <i>Why It Matters</i> 426-427 Teacher Wraparound Edition: C 428; DI 414, 427; RS 413, 422; W 421		
b.	Investigate the impact of reform in education, religion, prisons, and the treatment of the mentally ill during this period.	Student Edition: 412-415, 418-424, 425-428 <i>Critical Thinking</i> 415 #4 <i>More About</i> 422 <i>Two Viewpoints</i> 420 <i>Why It Matters</i> 426-427 Teacher Wraparound Edition: C 428; DI 414, 427; RS 413, 422; W 421		

c.	Examine the extension of women's political and legal rights.	Student Edition: 412-415, 418-424, 425-428 <i>Critical Thinking</i> 415 #4 <i>More About</i> 422 <i>Two Viewpoints</i> 420 <i>Why It Matters</i> 426-427 Teacher Wraparound Edition: C 428; DI 414, 427; RS 413, 422; W 421		
STANDARD IX: Students will understand the significance of the Civil War Era to the United States.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IX: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IX: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 9.1: Analyze differences and events that led to the Civil War.				
a.	Describe the cultural differences between the North and the South.	Student Edition: 418-424, 436-439, 441-444, 445-448, 449-453 <i>Critical Thinking</i> 439 #5 <i>Interdisciplinary</i>		

		<i>Activity 448</i> <i>National Geographic 443</i> <i>Two Viewpoints 450</i> Teacher Wraparound Edition: C 439, 444, 453; DI 447; RS 422, 437, 442		
b.	Examine the sectional economic differences of the United States; e.g., slavery, industry, agriculture, geography.	Student Edition: 418-424, 436-439, 441-444, 445-448, 449-453 <i>Critical Thinking 439 #5</i> <i>Interdisciplinary Activity 448</i> <i>National Geographic 443</i> <i>Two Viewpoints 450</i> Teacher Wraparound Edition: C 439, 444, 453; DI 447; RS 422, 437, 442		
c.	Analyze how states' rights led to conflict between the North and the South.	Student Edition: 418-424, 436-439, 441-444, 445-448, 449-453 <i>Critical Thinking 439 #5</i> <i>Interdisciplinary Activity 448</i> <i>National Geographic 443</i>		

		<i>Two Viewpoints</i> 450 Teacher Wraparound Edition: C 439, 444, 453; DI 447; RS 422, 437, 442		
d.	Trace the failure of compromise to ease sectional differences; e.g., Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act.	Student Edition: 418-424, 436-439, 441-444, 445-448, 449-453 <i>Critical Thinking</i> 439 #5 <i>Interdisciplinary Activity</i> 448 <i>National Geographic</i> 443 <i>Two Viewpoints</i> 450 Teacher Wraparound Edition: C 439, 444, 453; DI 447; RS 422, 437, 442		
e.	Investigate how the abolitionist movement increased sectional tensions between the Northern and Southern states; e.g., John Brown's raid, Dred Scott decision, <i>Uncle Tom's Cabin</i> , the Fugitive Slave Law.	Student Edition: 418-424, 436-439, 441-444, 445-448, 449-453 <i>Critical Thinking</i> 439 #5 <i>Interdisciplinary Activity</i> 448 <i>National Geographic</i> 443 <i>Two Viewpoints</i> 450 Teacher Wraparound Edition:		

		C 439, 444, 453; DI 447; RS 422, 437, 442		
f.	Assess how the election of 1860 led to secession	Student Edition: 418-424, 436-439, 441-444, 445-448, 449-453 <i>Critical Thinking</i> 439 #5 <i>Interdisciplinary Activity</i> 448 <i>National Geographic</i> 443 <i>Two Viewpoints</i> 450 Teacher Wraparound Edition: C 439, 444, 453; DI 447; RS 422, 437, 442		
Objective 9.2: Determine the factors that affected the course of the war and contributed to Union victory.				
a.	Compare the advantages and disadvantages of the Union and the Confederacy.	Student Edition: 460-464, 466-472, 473-477, 478-483, 485-491 <i>Critical Thinking</i> 464 #5 <i>Graph</i> 462 <i>Interdisciplinary Activity</i> 477 <i>National Geographic</i> 470, 487, 488-489 <i>Why It Matters</i> 474-475 Teacher Wraparound		

		Edition: C 477; ICA 463; RS 461; T 474		
b.	Analyze the impact of the Emancipation Proclamation on the United States and the Confederacy.	Student Edition: 460-464, 466-472, 473-477, 478-483, 485-491 <i>Critical Thinking</i> 464 #5 <i>Graph</i> 462 <i>Interdisciplinary Activity</i> 477 <i>National Geographic</i> 470, 487, 488-489 <i>Why It Matters</i> 474-475 Teacher Wraparound Edition: C 477; ICA 463; RS 461; T 474		
c.	Identify the contributions of key individuals in the Civil War; e.g., Lincoln, Davis, Lee, Grant.	Student Edition: 460-464, 466-472, 473-477, 478-483, 485-491 <i>Critical Thinking</i> 464 #5 <i>Graph</i> 462 <i>Interdisciplinary Activity</i> 477 <i>National Geographic</i> 470, 487, 488-489 <i>Why It Matters</i> 474-475 Teacher Wraparound Edition:		

		C 477; ICA 463; RS 461; T 474		
d.	Investigate how the Civil War affected all people in the United States land area.	Student Edition: 460-464, 466-472, 473-477, 478-483, 485-491 <i>Critical Thinking</i> 464 #5 <i>Graph</i> 462 <i>Interdisciplinary Activity</i> 477 <i>National Geographic</i> 470, 487, 488-489 <i>Why It Matters</i> 474-475 Teacher Wraparound Edition: C 477; ICA 463; RS 461; T 474		
Objective 9.3: Evaluate the Reconstruction period and how it affected the United States following the Civil War.				
a.	Explain the purpose of Reconstruction.	Student Edition: 500-503, 504-508, 509-512, 513-520 <i>Critical Thinking</i> 503 #5 <i>National Geographic</i> 507 <i>Reviewing Themes</i> 512 Teacher Wraparound Edition: C 503, 508, 520; CLA		

		514; RS 501, 505; T 501		
b.	Analyze the social impact of Reconstruction; e.g., abolition of slavery, integration of races, fall of Southern society, education.	Student Edition: 500-503, 504-508, 509-512, 513-520 <i>Critical Thinking</i> 503 #5 <i>National Geographic</i> 507 <i>Reviewing Themes</i> 512 Teacher Wraparound Edition: C 503, 508, 520; CLA 514; RS 501, 505; T 501		
c.	Determine the economic changes in the country caused by Reconstruction.	Student Edition: 500-503, 504-508, 509-512, 513-520 <i>Critical Thinking</i> 503 #5 <i>National Geographic</i> 507 <i>Reviewing Themes</i> 512 Teacher Wraparound Edition: C 503, 508, 520; CLA 514; RS 501, 505; T 501		
d.	Explain the political changes brought about by the Reconstruction Era: e.g., 13 th , 14 th , and 15 th Amendments, voting regulations, military districts.	Student Edition: 500-503, 504-508, 509-512, 513-520 <i>Critical Thinking</i> 503 #5 <i>National Geographic</i>		

		507 <i>Reviewing Themes</i> 512 Teacher Wraparound Edition: C 503, 508, 520; CLA 514; RS 501, 505; T 501		
STANDARD X: Students will understand the development of the American West following the Civil War.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard X: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard X: %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 10.1: Analyze the factors that brought people west.				
a.	Examine why people came to the West; e.g., farmers, ranchers, miners, American Indian nations, immigrants, adventurers.	Student Edition: 528-530 <i>Interdisciplinary Activity</i> 533 <i>Reviewing Themes</i> 533 Teacher Wraparound Edition: C 533; CC 529, 530		
b.	Investigate the impact of mining and ranching on the land and people.	Student Edition: 528-530 <i>Interdisciplinary Activity</i>		

		533 <i>Reviewing Themes</i> 533 Teacher Wraparound Edition: C 533; CC 529, 530		
c.	Assess the impact of the railroad on western development.	Student Edition: 528-530 <i>Interdisciplinary Activity</i> 533 <i>Reviewing Themes</i> 533 Teacher Wraparound Edition: C 533; CC 529, 530		
Objective 10.2: Analyze the settlement of the American West. a.				
a.	Examine the changes of the landscape due to settlement patterns.	Student Edition: 530-532 <i>Critical Thinking</i> 533 #4-#5 <i>National Geographic</i> 531 Teacher Wraparound Edition: CTA 533; ICA 531; RS 526; W 531		
b.	Investigate the development of cities in the West.	Student Edition: 530-532 <i>Critical Thinking</i> 533 #4-#5 <i>National Geographic</i>		

		531 Teacher Wraparound Edition: CTA 533; ICA 531; RS 526; W 531		
c.	Assess the impact western settlement patterns had on the Native American Indians.	Student Edition: 530-532 <i>Critical Thinking</i> 533 #4-#5 <i>National Geographic</i> 531 Teacher Wraparound Edition: CTA 533; ICA 531; RS 526; W 531		
Objective 10.3: Investigate the conflict among various groups involved in the settlement of the West.				
a.	Determine the reasons and groups involved in conflict during the settlement of the West; e.g., ranchers, miners, farmers, American Indian nations, immigrants.	Student Edition: 530-533 <i>Analyzing Visuals</i> 533 <i>National Geographic</i> 531 Teacher Wraparound Edition: Cr 531; CTA 532; F 528; ICA 531; W 531; WMA 526		
b.	Examine the consequences of conflict in the settlement of the West.	Student Edition: 530-533		

		<i>Analyzing Visuals 533</i> <i>National Geographic</i> 531 Teacher Wraparound Edition: Cr 531; CTA 532; F 528; ICA 531; W 531; WMA 526		
--	--	--	--	--